

Title II of the Higher Education Act

Intuitional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2000-2001

Office of Postsecondary Education, U.S. Department of Education
Report Year 2: (Fall 2000, Winter, 2001, Summer 2001)

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2000-2001 Academic Year</i>		
Institution Name	Rockhurst University		
Institution Code	6611		
State	Missouri		
Number of Program Completers Submitted	23		

Number of Program Completers found, matched, and used in passing rate Calculations ¹	19				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Academic Content Areas							
Biology: Content Knowledge, Part 1	231	1			66	65	98%
Elem Edu: Curriculum, Instruction, and Assessment	011	11	11	100%	1615	1536	95%
English Lang., Lit. and Comp. : Content Knowledge	041	1			205	197	96%
Mathematics: Content Knowledge	061	1			105	91	87%
Social Studies: Content Knowledge	081	5			272	261	96%
Other Content Areas							
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program							
Table C-2		HEA - Title II 2000-2001 Academic Year					
Institution Name		Rockhurst University					
Institution Code		6611					
State		Missouri					
Number of Program Completers Submitted		23					
Number of Program Completers found, matched, and used in passing rate Calculations ¹		19					
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				53	53	100%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	19	18	95%	3086	2929	95%	
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				165	164	99%	
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				309	307	99%	
Aggregate - Performance Assessments							

Summary Totals and Pass Rates⁵	19	18	95%	3612	3452	96%
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¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-2001, including all areas of specialization.

1. Total number of students enrolled during 2000-2001: **74**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-2001? **28**

3. Please provide the numbers of supervising faculty who were:

4 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

1 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2000-2001: **5**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **28/5**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **30** hours. The total number of weeks of supervised student teaching required is **14**. The total number of hours required is **420** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes ☐ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

The central focus of the Rockhurst University Department of Education is to prepare teachers who have a solid background in their chosen fields of study, are knowledgeable and competent in the craft of teaching, and are able to bring well informed perspectives to bear on educational policies and practices. Our aim is to develop educational leaders---teachers who are actively engaged in educational matters as reflective practitioners. The programs call upon students to analyze alternatives in curriculum, teaching methodology, and assessment and to consider the implications of such alternatives for a multicultural society. Through rigorous coursework and varied field experiences students acquire a deep understanding of, and a special sensitivity to, the learning needs of school-aged children.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Rockhurst University is a learning community, centered on excellence in undergraduate liberal education and graduate education. It is Catholic and Jesuit, involved in the life and growth of the city and region, and committed to the service of the contemporary world.

2. Educational Philosophy & Conceptual Frameworks

Teacher Preparation in the Jesuit Tradition

Rockhurst University, one of the 28 Jesuit institutions of higher education in the United States, provides a distinctive context for the professional preparation of teachers. Jesuit higher education is rooted in the philosophy of the founder of the Jesuit order, Ignatius of Loyola (1491-1556), who devoted his adult life to advancing the teachings of Jesus. It aims to prepare men and women for “service to others” through a comprehensive liberal education. It is only in service to others, according to the teachings of St. Ignatius, that one becomes more fully human and hence, more fully divine. The Department of Education at Rockhurst University is committed to the preparation of teachers in this tradition. Thus, our programs emphasize three interrelated themes of Jesuit education: a focus on moral reflection, teaching for social justice; and the liberal treatment of subject matter.

A Focus on Moral Reflection

One theme of Jesuit higher education is its emphasis on the development of values. According to Peter Hans Kolvenbach, the Superior General of the Society of Jesus, “Jesuit education is value oriented. There is no aspect of education, not even the so-called hard sciences, which is neutral. All teaching imparts values” (1999, p. 14). Jesuit higher education is decidedly explicit about the values it promotes and the faculty is urged to make these values transparent and pervasive in our work. This emphasis on values is doubly important for students who are preparing to become teachers. Teachers cannot be of service to others unless they, themselves, have reflective value commitments and an understanding of how their decisions necessarily promote some values and inhibit others.

Teaching for Social Justice

Teaching for social justice is a second theme of Jesuit higher education that informs our teacher education programs. Father Arrupe, who served as Superior General of the Society of Jesus 25 years ago, wrote, “Just as we are never sure that we love God unless we love our fellow human beings, so we are never sure that we have love at all unless our love issues in works of justice” (1999, p. 11). According to Father Kolvenbach, “The service of faith through the promotion of justice remains the Society’s major apostolic focus.”(1999, p. 14). He explained that the Ignatian perspective calls upon all of us “to educate all--rich, middle class and

poor--from a perspective of justice” (p. 15). With a special emphasis on serving the poor, Kolvenbach called for Jesuit institutions to challenge their students “to use concern for the poor as a criterion, so that they make no significant decision without first thinking of how it would impact the least in society” (p. 15).

The idea that teachers have a role to play in social transformation has a history in this country dating back to the Depression era. During the 1930s, the curriculum tradition known as social reconstructionism advanced the idea that teachers should play a leadership role in advancing democratic social reform. Social reconstructionism never became a dominant curricular force in teacher education or in the public schools. More recently, however, scholarship in the sociology of education, multicultural education, gender studies, critical educational theory, as well as other fields, provides insight into the structural mechanisms within the institution of education through which social inequality is maintained and/or exacerbated. While the education faculty at Rockhurst does not expect its graduates to remediate society’s inequities, the department does expect its candidates to think of the poor first, and practice basic pedagogical principles of teaching for social justice. For us, teaching for social justice includes the following principles, which are drawn from the work of Cochran-Smith (1999).

1. **Engage all students in significant intellectual study.** This principle stipulates that our teacher candidates need to hold high expectations for, as well as support, the intellectual accomplishments of all of their students.
2. **Teach for critical literacy.** This principle signifies that our teacher candidates need to view their learners not as empty vessels to be filled with information and skills, but rather as makers of meaning engaged in interpretation. Critical literacy approaches encourage students to not just learn to read, but to place what they are reading in context and to be able to extract meaning from text.
3. **Develop curriculum responsive to students’ interests, concerns, and resources.** In short, teacher candidates should develop curriculum that builds on the students’ home languages, firsthand experiences, and interests and view these as resources in curriculum making.
4. **Work with families and communities.** Teacher candidates manifest respect for their students when they support the families and communities to which their students belong. This principle stipulates that teacher candidates learn about the communities in which they teach.
5. **Develop a commitment to professional growth and affiliation.** Teacher candidates who are men and women “for others” need to critically understand the history of their own occupation and the institutional realities which shape their work.

The Liberal Treatment of Subject-Matter

Emphasizing the humanities, the Jesuit tradition in higher education “cultivates the mind, develops the imagination, and enlarges the spirit” (1999, p. 48). Jesuit education places a high value on inquiry and critical thinking, as well as the practical application of knowledge in service to others. Rockhurst University manifests its commitment to rigorous liberal arts education at the undergraduate level in part through “the core,” a set of general education requirements that all undergraduate students must fulfill. What is distinctive about the core is that it is organized around the idea of “modes of inquiry.” The seven modes of inquiry are the artistic mode, the historic mode, the literary mode, the scientific-causal mode, the scientific relational mode, the philosophical mode, and the theological mode. The courses that satisfy the distribution requirements for “the core” are designed to introduce students to the epistemological foundations of the various liberal arts disciplines and to sensitize students to the different ways in which knowledge claims can be justified.

We expect student teachers at the undergraduate and graduate level to manifest an understanding of the major concepts and sources of justification in their discipline and qualify knowledge claims, make the sources of claims explicit, and articulate an appreciation for the tentative nature of knowledge. In these ways, teachers manifest a sophisticated knowledge of subject matter (see Rath, 1999) that serves the Jesuit mission well.

3. Program completers who teach in the private schools and out of state

Private Schools:	4
Out-of-State:	2